

ELA - Grade 5 - Unit 1 - ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 1 CCSS: RL.5.1; RI.5.1 WIDA: 2 Reading Speaking	Refer to a text using direct quotes to explain what the text says explicitly and when drawing inferences from the text.		<u>Explain</u> what the text says explicitly and inferentially by referring to direct quotes by <i>using pictures and graphic organizers</i> .		VU: Quotes, inferences, drawing conclusions
					LFC: How to use quotation marks
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Explain what the text says explicitly and inferentially by referring to direct quotes from grade level texts in L1 and/or identify single words from direct quotes that connect to appropriately leveled explicit text.	Explain what the text says explicitly and inferentially by referring to direct quotes from grade level texts L1 and/or identify direct quotes that connect to explicit text from appropriately leveled text.	Explain what the text says explicitly and inferentially by referring to direct quotes from grade level texts. Use simple related sentences with key content based vocabulary.	Explain what the text says explicitly and inferentially by referring to direct quotes from approaching grade level texts. Use complete sentences and some content based vocabulary.	Explain what the text says explicitly and inferentially by referring to direct quotes from grade level texts. Use detailed sentences of varying lengths with embedded clauses and content based vocabulary.
Learning Supports	Graphic Organizer connecting quote and explanation Words from quotes L1 support Template Word Wall Partner Work Pictures/Photographs	Graphic Organizer connecting quote and explanation Sentence strips L1 support Template Word Wall Partner Work Pictures/Photographs	Graphic Organizer connecting quote and explanation Template Word Wall Partner Work	Graphic Organizer connecting quote and explanation	

Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated this unit. In all instances, background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts will need to be taught and emphasized throughout the lessons.

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 2 CCSS: RL.5.2 WIDA: 2 Reading Speaking	Identify a theme of a poem.		<u>Identify the theme</u> of a poem using <i>graphic organizers and pictures</i> .		LFC: Verb forms
					VU: Synonyms, moral, theme, main idea, plot
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Identify the theme of a grade level poem by drawing conclusions from explicit and implicit text in L1 and/or identify the theme of an appropriately leveled poem. Use single words to match pictures or answer yes/no or either/or questions.	Identify the theme of a grade level poem by drawing conclusions from explicit and implicit text in L1 and/or identify the theme of an appropriately leveled poem by using short phrases to complete sentence frames with matching pictures or answer wh- questions.	Identify the theme of an appropriate leveled poem by drawing conclusions from explicit and implicit text. Use key content based vocabulary and simple related sentences which may include errors that do not obscure meaning.	Identify the theme of an approaching grade level poem by drawing conclusions from explicit and implicit text. Use a complete sentence with some content based vocabulary.	Identify the theme of a grade level poem by drawing conclusions from explicit and implicit text. Use detailed sentences of varying lengths with content based vocabulary.
Learning Supports	Triads or Small Groups L1 support Word Wall Choice questions	Triads or Small Groups L1 support Word Wall Sentence Frames	Triads or Small Groups Word Wall	Triads or Small Groups	

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 3 CCSS: RL.5.2 WIDA: 2 Reading Speaking	Determine how characters respond to challenges or how the speaker in a poem reflects upon a topic.		<u>Explain</u> how the speaker in a poem reflects upon a topic <i>using a word wall and semantic web.</i>		VU: Reflect, minor
					LFC: Poem stanzas
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Explain how the speaker in a poem reflects upon a topic in L1 and/or in English, complete cloze sentences with key single words.	Explain how the speaker in a poem reflects upon a topic in L1 and/or in English, complete sentence frames with key short phrases.	Explain how the speaker in a poem reflects upon a topic. Use key, content based, grade level vocabulary and simple, related sentences which may include errors that do not interfere with comprehension.	Explain how the speaker in a poem reflects upon a topic. Use complete sentences with some content based grade level vocabulary.	Explain how the speaker in a poem reflects upon a topic. Use detailed sentences of varying lengths with content based grade level vocabulary.
Learning Supports	Native Language Discussion Semantic Web Word Wall L1 support Cloze sentences Pictures/Photographs	Native Language Discussion Semantic Web Word Wall L1 support Sentence Frames Pictures/Photographs	Native Language Discussion Semantic Web Word Wall	Native Language Discussion Semantic Web	

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 4 CCSS: RL.5.2 WIDA: 2 Reading Speaking Writing	Summarize the text.		Summarize text using <i>pictures, diagrams, and/or graphic organizers</i>		VU: Conclusion, summary
					LFC: Modals, compound tenses (i.e. have been)
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Summarize a grade level text in L1 and/or an appropriately leveled text in English by using single words to complete cloze sentences; drawing a summary of text; or answering yes/no or either/or questions.	Summarize a grade level text in L1 and/or an appropriately leveled text in English using short phrases with key content based vocabulary to complete sentence frames or story map.	Summarize an adapted text using key content based grade level vocabulary in simple related sentences which may include errors that do not obscure meaning.	Summarize a text approaching grade level using complete sentences with some content based grade level vocabulary.	Summarize a grade level text using detailed sentences of varying lengths with content based grade level vocabulary.
Learning Supports	Story Map Word Wall Bilingual Dictionary Cloze sentences Pictures/Photographs Choice questions Illustrations/Diagrams/Drawings	Story Map Word Wall Bilingual Dictionary Sentence Frames Pictures/Photographs	Story Map Word Wall Bilingual Dictionary		

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 5 CCSS: RL.5.5 WIDA: 2 Reading Speaking	Justify how the parts of a text contribute to the overall meaning of a work regarding the order of chapters, scenes or stanzas.		<u>Describe</u> the sequence of events in a poem and <u>explain</u> how the sequence of stanzas contribute to the meaning of the poem <i>using graphic organizer and think alouds</i> .		VU: Stanzas, sequence
					LFC: Poem sentence structure
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Describe, in L1, the sequence of events in a poem and explain how the sequence of stanzas contributes to the meaning of the poem. And/or in English, identify single words or icons to describe events and place the words or icons in sequential order or use the words to complete cloze sentences.	Describe, in L1, the sequence of events in a poem and explain how the sequence of stanzas contributes to the meaning of the poem. And/or in English, identify short phrases to describe events and place the phrases in sequential order or use the phrases to complete sentence frames.	Describe the sequence of events in an appropriately leveled poem and explain how the sequence of stanzas contributes to the meaning of the poem. Use key content based vocabulary in simple, related sentences to describe each event. The sentences may include errors but they do not obscure meaning.	Describe the sequence of events in a poem and explain how the sequence of stanzas contributes to the meaning of the poem. Use detailed sentences of varying lengths with content based grade level vocabulary.	Describe the sequence of events in a poem and explain how the sequence of stanzas contributes to the meaning of the poem. Use detailed sentences of varying lengths with content based grade level vocabulary.
Learning Supports	Think Aloud Graphic Organizers Word Wall Reference materials (print and digital) Pictures/Photographs Cloze sentences L1 support	Think Aloud Graphic Organizers Word Wall Reference materials (print and digital) Pictures/Photographs Sentence Frames L1 support	Think Aloud Graphic Organizers Word Wall Reference materials (print and digital)	Think Aloud Graphic Organizers	Think Aloud

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 6 CCSS: RL.5.6 WIDA: 2 Reading Speaking	Describe the point of view of the speaker or narrator.		<u>Describe</u> the point of view of the speaker or narrator of a text <i>using a word wall and pictures</i> .		VU: Point of view, speaker, narrator
					LFC: Subject – verb agreement
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Describe the point of view of speaker or narrator in L1 and/or answer choice questions using single words, pictures or gestures to identify the speaker's point of view or narrator.	Describe the point of view of speaker or narrator in L1 and/or answer questions using short phrases with key content based vocabulary to identify the speaker's point of view.	Describe the point of view of speaker or narrator using key content based grade level vocabulary in simple related sentences which may include errors that do not obscure meaning.	Describe the point of view of speaker or narrator using complete sentences and some content based grade level vocabulary.	Describe the point of view of speaker or narrator using detailed sentences of varying lengths with content based grade level vocabulary.
Learning Supports	L1 support Word Wall Gestures Pictures/Photographs Partner Work Choice questions	L1 support Word Wall Pictures/Photographs Partner Work Wh- questions	Word Wall Partner Work	Word Wall	

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 7 CCSS: RL.5.6 WIDA: 2 Reading Speaking Listening	Speculate how point of view influences the description of the events in a text.		<u>Speculate</u> how the point of view (POV) of the author influences the description of events in a text using a <i>graphic organizer (i.e. T-chart) and think alouds.</i>		VU: Speculate, infer, guess, influence
					LFC: Modals, future tense, compound tenses (i.e. would have been)
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Describe how the point of view of the author or narrator influences the description of events by using L1 and/or in English, by answering Yes/no or either/or questions or using single words to complete T-chart.	Describe how the point of view of the author or narrator influences the description of events in L1 and/or in English, by using short phrases to complete the T-chart or to answer questions.	Describe how the point of view of the author influences the description of events by answering simple analytical questions using adapted text. Use key content based grade level vocabulary in simple sentences which may include errors. The errors should not obscure meaning.	Speculate how the point of view of the author influences the description of events by explaining how the description could change based on the author's point of view. Use complete sentences with some content based grade level vocabulary.	Speculate how the point of view of the author influences the description of events by explaining how the description could change based on the author's point of view. Use detailed sentences of varying lengths with content based grade-level vocabulary.
Learning Supports	Teacher created partially completed T-chart (POV/event) Think Aloud Word Wall Reference materials (print and digital) Pictures/Photographs Gestures Partner Work Choice questions	Teacher created partially completed T-chart (POV/event) Think Aloud Word Wall Reference materials (print and digital) Sentence strips Pictures/Photographs L1 support	Teacher created partially completed T-chart (POV/event) Think Aloud Word Wall Reference materials (print and digital)	T-chart comparing POV/event Think Aloud	T-chart comparing POV/event

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 8 CCSS: RL.5.10 WIDA: 2 Reading Speaking Listening	Read and comprehend literature independently including stories, dramas, and poetry in the grades 4-5 text complexity band.		Read and demonstrate understanding of information derived from appropriately leveled poetry by using <i>diagrams, drawings, and think alouds</i> . <i>ESL teachers: Analyze one line of grade level poetry with students from all levels.</i>		VU: Poetry, specific to poem
					LFC: Poetry sentence structure
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Read and demonstrate understanding of poetry in L1 and/or in English, by responding to simple comprehension questions and using illustrated single words.	Read and demonstrate understanding of poetry in L1 and/or in English, identify facts and explicit messages from illustrated text using short phrases to complete sentence frames, graphic organizers or label pictures.	Read and demonstrate understanding of poetry at an adapted text level by identifying main ideas and some details. Respond to questions with key content based vocabulary in simple sentences which may include errors that do not interfere with meaning.	Read and demonstrate understanding of poetry at the grades 4-5 text level band by answering analytical comprehension questions. Respond to questions in complete sentences with some content based vocabulary.	Read and demonstrate understanding of grade level poetry by answering analytical comprehension questions. Respond to questions in detailed sentences of varying lengths with content based vocabulary.
Learning Supports	Think Aloud Pictures/Photographs Word Wall Graphic Organizers Reference materials (print and digital) Sentence Frames Partner Work L1 support	Think Aloud Pictures/Photographs Word Wall Graphic Organizers Reference materials (print and digital) Sentence Frames Partner Work L1 support	Think Aloud Pictures/Photographs Word Wall Graphic Organizers Reference materials (print and digital)	Think Aloud	

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 9 CCSS: RI.5.8 WIDA: 2 Reading Speaking	Explain how an author uses evidence to support specific points.		<u>Explain</u> how an author uses evidence to support the central idea <i>using graphic organizers</i> .		VU: Evidence, central idea, details, purpose
					LFC: Subject verb agreement, embedded clauses
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Explain, in L1, how an author uses evidence to support the central idea and/or in English, identify main ideas and details from an appropriately leveled text. Use single words and/or gestures to answer choice questions.	Explain, in L1, how an author uses evidence to support the central idea and/or in English, identify main ideas and details from an appropriately leveled text. Use short phrases with key content based vocabulary to answer wh-questions.	Identify how an author uses details to support the central idea from an adapted text. Use with key content based vocabulary in simple sentences which may include errors that do not interfere with meaning.	Explain how an author uses evidence to support the central idea from grade 4-5 text level band. Use complete sentences with some content based grade level vocabulary.	Explain how an author uses evidence to support the central idea from grade-level text. Use detailed sentences of varying lengths with content based grade level vocabulary.
Learning Supports	Graphic Organizers Word Wall Illustrated text Sentence Frames L1 support Gestures Choice questions Match pictures and words	Graphic Organizers Word Wall Illustrated text Sentence Frames L1 support	Graphic Organizers Word Wall	Graphic Organizers	

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 10 CCSS: RI.5.8 WIDA: 2 Reading Speaking	Identify what evidence supports each point.		<u>Identify</u> details in informational text using <i>adapted text</i> , <i>graphic organizers</i> , and <i>pictures</i> .		VU: Evidence, supporting details
					LFC: Subject-verb agreement, compound or complex sentences with embedded clauses
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Identify details to support each point in L1 and/or in English from illustrated, appropriately leveled text. Answer yes/no and either/or questions with single words of key content based vocabulary, pictures or gestures.	Identify details to support each point in L1 and/or in English from illustrated, appropriately leveled text. Answer wh-questions with short phrases and key content based vocabulary.	Identify details to support each point in adapted informational texts. Use key content based vocabulary in simple related sentences which may include errors that do not obscure meaning.	Identify details to support each point in informational grade 4-5 grade level texts. Use complete sentences with some content based vocabulary.	Identify details to support each point in informational grade level text. Use detailed sentences of varying lengths with content based vocabulary.
Learning Supports	List of details (completed) Word Wall Pictures/Photographs Gestures L1 support Choice questions	List of details (partially completed) Sentence Frames Word Wall L1 support Sentence strips Wh- questions	List for details Word Wall Adapted Text Reference materials (print and digital)	List for details	

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 11 CCSS: RF.5.3a WIDA: 2 Reading Speaking	Demonstrate the ability to decode unknown grade-level words by applying letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read multi-syllabic words in grade 5 text in and out of context.		Decode unknown words by breaking them into syllables, and applying the patterns of consonant and vowel sounds within each syllable <i>using word pattern charts, word trees, and word walls.</i>		VU: Phonics, decode, syllables, roots, affixes
					LFC: Based on ELP level
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Decode common double syllabic unknown words in appropriately leveled text by identifying known patterns.	Decode common double syllabic unknown words in appropriately leveled text by identifying known patterns and word morphology.	Decode double syllabic unknown words in adapted text by identifying known patterns and word morphology.	Decode unknown multisyllabic words in grade 4-5 text level band by identifying known patterns and word morphology.	Decode unknown multisyllabic words in grade 5 text in and out of context.
Learning Supports	Highlight patterns Word Wall Teacher created word pattern charts Word trees Pictures/Photographs	Highlight patterns Word Wall Teacher created word pattern charts Word trees	Highlight patterns Word Wall Teacher created word pattern charts	Highlight patterns Teacher created word pattern charts	

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 12 CCSS: RF.5.4b WIDA: 2 Reading Speaking Listening	Use accuracy, appropriate rate, and expression when reading grade-level prose and poetry.		<u>Read</u> grade-level prose and poetry with accuracy, appropriate rate and expression <i>using partners and supplemental aids (i.e. microphone, recordings).</i>		VU: Expression, fluency
					LFC: Dependent upon the selection, punctuation rules
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Read prose and poetry orally in L1 and/or single words from an appropriately leveled text with accuracy, fluency and expression.	Read prose and poetry orally in L1 and/or phrases from an appropriately leveled text in English with accuracy, fluency and expression.	Read prose and poetry orally with fluency, accuracy and expression in adapted or appropriate leveled texts.	Read prose and poetry orally with fluency, accuracy and expression in grades 4-5 grade level text band.	Read grade level prose and poetry on grade level with accuracy, fluency and expression.
Learning Supports	Partner Work Manipulatives Teacher recorded poem Self- recording on computer, Ipad, Ipod (Technology) L1 support Pictures/Photographs	Partner Work Manipulatives Teacher recorded poem Self- recording on computer, Ipad, Ipod (Technology) L1 support Pictures/Photographs	Partner Work Manipulatives Teacher recorded poem Self- recording on computer, Ipad, Ipod (Technology)	Partner Work Manipulatives	

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 13 CCSS: RF.5.4.c WIDA: 2 Reading Speaking Listening	Apply context clues and self-correction strategies when recognizing and understanding grade 5 level words, rereading as necessary.		<u>Use context to self-correct</u> when necessary <i>using a checklist</i> .		VU: Context clues, self-correction
					LFC: Sentence structure with context clues, cognates; affixes; suffixes; root words; synonym
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Use context to confirm the meaning of unknown words in a grade level text in L1 and/or unknown general words in a controlled text by listening to the teacher model how to use sentence level context clues, cognates and schemata.	Use context to confirm the meaning of unknown words in a grade level text in L1 and/or use selected phrases from an appropriately leveled text by using sentence level context clues, cognates and schemata.	Use context to confirm the meaning of unknown content based words in an adapted text by using sentence level and extended context clues, cognates and schemata with support.	Use context to confirm the meaning of unknown content based words in a grades 4-5 text band level by using sentence level and extended context clues, cognates, schemata.	Use context to confirm the meaning of unknown words in a grade level text by using sentence level and extended context clues, cognates and schemata.
Learning Supports	Bilingual Dictionary L1 support Word Wall Teacher model Checklist	Bilingual Dictionary L1 support Word Wall Checklist	Bilingual Dictionary Word Wall	Bilingual Dictionary	

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 14 CCSS: W.5.3.a Writing	Write a narrative creating an introduction that introduces a narrator and/or character.		<u>Write</u> the beginning of a narrative introducing a narrator and/or character <i>using a story map, character web, and word bank.</i>		VU: Narrator, character, introduction
					LFC: Examples of high quality introductions
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Write the beginning of a narrative story to introduce narrator or character in L1 and/or complete a narrative story by choosing illustrations and corresponding key single words.	Write the beginning of a narrative story to introduce narrator or character in L1 and/or complete a narrative story using phrases or short sentences with key content based vocabulary words.	Write the beginning of a narrative story to introduce narrator or character using key content based grade level vocabulary in simple sentences which may include errors that do not interfere with meaning.	Write the beginning of a narrative story to introduce narrator or character using complete sentences with some content based grade level vocabulary	Write the beginning of a narrative story to introduce narrator or character using detailed sentences of varying lengths with content based grade level vocabulary
Learning Supports	Model introductions Shared writing model Triads or Small Groups Word Bank Illustrations/Diagrams/Drawings L1 support Story Map	Model introductions Shared writing model Triads or Small Groups Word Bank Sentence Frames L1 support Story Map	Model introductions Shared writing model Triads or Small Groups Word Bank Story Map	Model introductions Shared writing model	

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 15 CCSS: W.5.3.b WIDA: 2 Writing	Apply narrative techniques such as dialogue, description, and pacing; develop experiences and events and produce responses of narrator and/or characters to situations.		Describe in writing the events and details in a story using narrative techniques of dialogue and description <i>using story maps and word wall</i>		VU: Dialogue, description, pacing, situation, response
					LFC: Prepositional phrases, adverbs of time, relative clauses, dialogue tags
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Describe in writing the events and details in a story using narrative techniques of dialogue and description in L1 and/or draw pictures with corresponding key single words or phrases and dramatize dialogue.	Describe in writing the events and details in a story using narrative techniques of dialogue and description in L1 and/or using key short phrases in sentence frames to complete a narrative and dramatize dialogue.	Describe in writing the events and details in a story using narrative techniques of dialogue and description. Use key content based grade level vocabulary in simple sentences which may include errors which do not interfere with meaning.	Describe in writing the events and details in a story using narrative techniques of dialogue and description. Use complete sentences with some content based grade level vocabulary.	Describe in writing the events and details in a story using narrative techniques of dialogue and description. Use detailed sentences of varying lengths with content based grade level vocabulary.
Learning Supports	Model narrative Shared writing Word Wall Word Bank Story Map Pictures/Photographs Manipulatives L1 support	Model narrative Shared writing Word Wall Word Bank Story Map Sentence Frames Manipulatives L1 support	Model narrative Shared writing Word Wall Word Bank Story Map	Model narrative Shared writing Story Map	

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 16 CCSS: W.5.4 WIDA: 2 Writing	Create a clear and coherent writing piece paying specific attention to task, purpose, and audience.		<u>Construct</u> a clear and coherent narrative that addresses task, purpose and audience <i>using cooperative groups, a model and word bank.</i>		VU: Task; Purpose; Audience
					LFC: Formulaic expressions, simple, compound and complex sentences
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Construct a coherent narrative that addresses task, purpose and audience in L1 and/or communicate ideas by drawings labeled with key single words or phrases.	Construct a coherent narrative that addresses task, purpose and audience in L1 and/or construct short phrases with key content based vocabulary that address task, purpose and audience.	Construct a coherent narrative that addresses task, purpose and audience in simple sentences with key content based grade level vocabulary. Sentences may include errors which do not interfere with meaning.	Construct a coherent narrative that addresses task, purpose and audience in complete sentences with some content based grade level vocabulary	Construct a coherent narrative that addresses task, purpose and audience in detailed sentences of varying lengths with content based grade level vocabulary.
Learning Supports	Model writing Shared writing Word Wall Word Bank Completed Outline Pictures/Photographs L1 support Reference materials	Model writing Shared writing Word Wall Word Bank Outline (parts completed) Pictures/Photographs Sentence Frames L1 support Reference materials	Model writing Shared writing Word Wall Word Bank Outline Reference materials	Model writing Shared writing Reference materials	Reference materials

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 17 CCSS: W.5.10 WIDA: 2 -5 Writing	Produce writing within long (time for research, reflection, and revision) and short time frames (a single sitting or a day or two) in response to fiction and informational text for a range of discipline-specific tasks, purposes, and audiences.		Produce a writing piece in response to fiction and non-fiction text for a range of discipline-specific tasks, purposes and audiences <i>using model responses and word banks</i> .		VU: Research, reflection, revision
					LFC: Capitalization, punctuation, noun-verb agreement
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Produce writing in response to a grade level text for discipline-specific tasks, purposes and audiences in L1 and/or produce single key words or drawings in response to appropriately leveled text for discipline-specific tasks, purposes and audiences.	Produce writing in response to a grade level text for discipline-specific tasks, purposes and audiences in L1 and/or produce writing in response to an appropriately leveled text, for discipline-specific tasks, purposes and audiences. Use key short phrases to complete sentence frames or match to illustrations.	Produce writing in response to adapted text for discipline-specific tasks, purposes and audiences. Use key content based grade level vocabulary in simple related sentences which may include errors that do not impede meaning.	Produce writing in response to a grade 4-5 text level band for discipline-specific tasks, purposes and audiences. Use complete sentences with some content based grade level vocabulary.	Produce writing in response to a grade level text for discipline-specific tasks, purposes and audiences. Use detailed sentences of varying lengths and complexity with content based vocabulary.
Learning Supports	Model responses Template Word Bank Partner Work Illustrations/Diagrams/Drawings Pictures/Photographs L1 support	Model responses Template Word Bank Partner Work Illustrations/Diagrams/Drawings L1 support Sentence Frames	Model responses Template Word Bank Partner Work	Model responses	

Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated this unit. In all instances, background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts will need to be taught and emphasized throughout the lessons.

ELA - Grade 5 - Unit 1 - ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 18 CCSS: SL.5.1a WIDA: 1-5 Speaking Listening	Participate in a variety of collaborative discussions and construct questions to demonstrate understanding of topic.		Ask and answer questions about a specific topic during a group discussion <i>using a speaking protocol and word wall.</i>		VU: Conversational connectors
					LFC: Transitional phrases referring to speakers (as _ said, I agree...)
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Ask and answer questions about a specific topic during a discussion in L1 and/or ask and answer simple questions with key single words, or yes/no or either/or questions about a specific topic during a discussion.	Ask and answer questions about a specific topic during a discussion, in L1 and/or ask and answer simple wh- questions about a specific topic with short phrases.	Ask and answer questions about a specific topic during a discussion, using key content based grade level vocabulary in simple, related sentences which may include errors that do not interfere with meaning.	Ask and answer questions about a specific topic during a discussion, using complete sentences with some content based grade level vocabulary.	Ask and answer questions about a specific topic during a discussion, using detailed sentences of varying lengths with content based grade level vocabulary.
Learning Supports	Speaking protocol Triads or Small Groups Word Wall Word Bank Picture cards Word Bank L1 support Gestures Choice questions	Speaking protocol Triads or Small Groups Word Wall Word Bank Picture cards Word Bank L1 support	Speaking protocol Triads or Small Groups Word Wall Word Bank	Speaking protocol Triads or Small Groups	

Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated this unit. In all instances, background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts will need to be taught and emphasized throughout the lessons.

ELA - Grade 5 - Unit 1 - ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 19 CCSS: RL.5.4.c WIDA: 2 Reading Speaking	Locate key words and phrases using print and digital dictionaries, glossaries and thesauruses, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.		<i>Decode, pronounce, and define words from text using print and digital dictionaries, digital translators, glossaries and thesauruses.</i>		VU: Sound-symbol-spelling correspondence, multiple meaning of words
					LFC: Definition genre
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Pronounce appropriately leveled vocabulary and match the vocabulary word to illustrations of the word.	Pronounce appropriately leveled vocabulary and match the vocabulary word to illustrations of the word.	Pronounce adapted level vocabulary and match literal meanings of this vocabulary to illustrations of the word	Pronounce approaching grade level vocabulary and be able to identify multiple meanings of words in the context of grade 4-5 text level band.	Pronounce grade level vocabulary and be able to identify precise meanings as well as multiple meanings of words in the context of grade level text.
Learning Supports	Bilingual Dictionary Pictures/Photographs L1 support	Bilingual Dictionary Pictures/Photographs L1 support	Bilingual Dictionary Glossary	Bilingual Dictionary Glossary	Bilingual Dictionary Glossary

Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated this unit. In all instances, background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts will need to be taught and emphasized throughout the lessons.

ELA - Grade 5 - Unit 1 - ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 20 CCSS: RL.5.5 c WIDA: 2 Reading Speaking	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.		<u>Demonstrate</u> understanding of word meanings by interpreting relationships between synonyms, antonyms, and homographs <i>using pictures, dictionaries and thesauruses.</i>		VU: Synonyms, antonyms, homographs
					LFC: Comparisons and differences
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Demonstrate understanding of relationships between selected high frequency synonyms, antonyms and homographs.	Demonstrate understanding of relationships between selected common synonyms, antonyms and homographs.	Demonstrate understanding of relationships between selected synonyms, antonyms and homographs.	Demonstrate understanding of relationships between particular grade 4-5 level synonyms, antonyms and homographs.	Demonstrate understanding of relationships between particular grade level synonyms, antonyms and homographs.
Learning Supports	Gestures Pictures/Photographs L1 support Bilingual Dictionary	Pictures/Photographs L1 support Bilingual Dictionary	Pictures/Photographs Bilingual Dictionary	Bilingual Dictionary	

Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated this unit. In all instances, background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts will need to be taught and emphasized throughout the lessons.